**UNIT 3: AT THE STREET MARKET**

**Lesson 1: P1, 2**

**I. OBJECTIVES**

By the end of the lesson, students will be able to:

- Identify the context of street market , the letter and the sound / **æ** / from given pictures and listening the words.

- Pronounce/say correctly the sound / **æ** / in isolation and in the words (bag, can, apple, hat)

- Make a sound card and share with their friends, showing a positive attitude when talking with friends.

**\* LANGUAGE FOCUS.**

**- Key terms.**

Bag, hat, can, apple

**II. INSTRUCTIONAL RESOURCES.**

- 4 pictures (can, bag, hat, apple)

- Paper, pencil, crayon

**III. LEARNING PLAN**

**1. Warm up: Listen to a song**

- Listen to the song and dance with music.

- T reminds SS to focus: + Sing and do actions

**2. Discover to build up the new knowledge.**

**Activity 1: Look at the picture to know the context and words**

**-** Look at the picture and identify the situation and the characters (Bilingual should be encouraged).

- How many people are there in the picture? (five)

- Where are they? (at the street market)

- What is it? (hat, apple, bag, can)

- T elicits to help Ss identify the words (hat, apple, bag, can), draws Ss’ attention to the letter “A”

- Check SS’ identifying by things.

**Activity 2: Listen and repeat (**pronounce the letter/ sound**)**

- Watch the letter A and the sound / **æ** /, the sound /**æ/** in the word.

- Listen to the recordings of the words (bag, hat, apple, can), point and repeat

+ 1st: ….in chorus

+ 2nd; ...in chorus

+ 3rd: Team

+ Individuals (without listening)

- Assessment through a game “Racing game”.

**3. Practice**

**Activity 1: Point and say (Touching Game)**

- T introduces how the way to play game:

- Play game in 4 minutes

- Assessment: Quick check using Ps

- Give remarks

**4. Application: Make sound card**

- Make a card in 5 minutes.

- Share with members of the class.

- Give the comment.

**IV. REGULATION**

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**UNIT 3: AT THE STREET MARKET**

**Lesson 2: P3,4,5**

**I. DESIRED OBJECTIVES**

By the end of the lesson, students will be able to:

- Say the letter A/a; the words hat, apple, bag, can; the phrases containing /**æ**/ and the sentences There’s a/an \_\_\_ in/on the \_\_\_ in the chant.

- Listen and recognise the words

- Write the letter C/c

**\* LANGUAGE FOCUS.**

- Vocabulary: apple, bag, cat, hat

- Sentence pattern: There’s a/an \_\_\_ in/on the \_\_\_.

**II. INSTRUCTIONAL RESOURCES.**

- 4 pictures ( hat, apple, bag, can)

- Laptop/ speaker

**III. LEARNING PLAN**

**1. Warm up : game: Hot seat (Quick game)**

- Greet Ss and play the game: Hot seat.

+ Devide into 2 teams.

+ A student in each team sits on a chair - the Hot Seat - back to the screen or board and must not turn around

+ The class has to explain to the the team what the word is, without mentioning it.

+ The game ends when the student guesses the word. The team get most points, that will win.

- Assess and elicit the words mentioned in the game (apple, bag, can, hat) and lead them to the new lesson by saying “You are going to learn the next of unit 3. This is lesson 2: P 3,4,5”

**2.**

**Activity 1: Listen and chant**

**-** Work in pair to look at the picture and remind the words (can, apple, hat, bag)

**-**  Listen and repeat each line with 3 times

**-** Practise chanting and doing the actions

**-** Chant in two groups. One group chants the questions, the other chants the answers.

\* T’s and Ss' asessment: give oral comments (focus on their exact sound, rhythm, melody, chant beautifully ).

**3.**

**Activity 2: Listen and tick**

- Look at the pictures of Question 1, 2 and say what they can see  
- Guess the answers

- Listen to recording to do ( 3times)

- A few pupils to the front of the class to point to the pictures .

**\* Assessment: Q- A**

+ What have you heard in question 1? Orange or apple?

+ What have you heard in question 2? Bag or hat?

**Activity 3: Look and trace**

- Look at the letter A (upper case) and the letter a (lower case) in the video.

- A few pupils to come to the front of the class and write the letter A (upper case and lower case) on the board.

- Identify how the letter a (upper case and lower case) is traced.

- Trace the letter A/a in the book

**4. Wrap up:**

- Retell the content of the lesson.

**IV. REGULATION**

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**UNIT 3: AT THE STREET MARKET**

**Lesson 3: P6, 7, 8**

**I. DESIRED OBJECTIVES**

By the end of the lesson, students will be able to:

- Revise the words they have learnt: bag, can, apple, hat

- Identify the situations and the sentence pattern: This is my.............................

- Use the sentence structure: This is my.................to introduce things.

- Perform the song in interesting ways by using appropriate tone and meaningful gestures

**\* LANGUAGE FOCUS**

**Vocabulary**

bag, can, apple, hat

**Key grammatical sentence patterns**

This is my..................

**II. INSTRUCTIONAL RESOURCES**

- Pictures (bag, hat, apple, can)

- Laptop

**III. LEARNING EXPERIENCES**

**1. Warm-up (Greeting & chant)**

- Greet Ss.

- Listen and chant

- T/SS assesses : + chant and do actions beautifully.

**2. Discover to build up the new knowledge**

**Activity 1: Language in put (Observation)**

- Discover and talk about the context (guess)

- T supports SS: point to a bag and ask: What’s this? (bag)

**-** Listen to the recording twice.

- Listen and repeat once or twice.

- Elicit the sentence pattern: This is my ................. and explain the meaning and the use (introduce things.)

- Some pairs perform in front of class. Correct their pronunciation and internation if necessary.

**3. Practice**

**Activity 1: Let’s talk (throw the ball)**

- Throw the ball around the class

- Litsen to the tape. When stop the tape, Ss stop throwing the ball.

e.g. Teacher: (point to the picture, )

Ss: This is my apple.

**4. Application**

**Activity 1: Sing (Observation sheet)**

- Read each line of the song

- Listen to the song a few times and do choral and individual repetition line by line

- Practise the song in groups.

\* Observation and Oral comment: feedback: lyric, rythm and cooperation.

- Some groups sing in front of the class, others sing along and clap hand

\*Oral: checklist and feedback:

|  |  |  |  |
| --- | --- | --- | --- |
| Group | Spelling | Attitude | Gestures |
| A | Good/ ok | sad | Friendly/ not friendly |
| B |  |  |  |
| C |  |  |  |

- Sing a song again and claps their hand a few times.

**Activity 2:** **Wrap-up**

- Revise the main teaching point of the lesson: This is my.................

- Sing the song changed the actions at home, make the video and T will show their

product next lesson.

**IV. REGULATION**

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